

THE EFFECT OF PICTURE SERIES IN TEACHING READING COMPREHENSION IN NARRATIVE TEXT AT SMP KARTINI YASRI

Giga Audina Hidayati

English Education Department, FKIP Unisma Malang

Email: gigaaudina0@gmail.com

Abstract

This study aims to determine the effect of using Picture Series on the reading comprehension of first year students at SMP Kartini Yasri . The method used in this research is quantitative research and quasi-experimental design because the research was conducted in two classes, the experimental class and the control class. The researcher used cluster random sampling technique to select the sample. From a total population of 40 students, class VII A was chosen as the experimental class and class VII B was selected as the control class. The instrument of this research is multiple choice for pre-test and post-test. This test is a narrative text and consists of 30 multiple choice questions in each test. The researcher used the t-test formula to analyze the data. The results of this study indicated that there is a significant difference in students reading comprehension of narrative text by using picture series and without using picture series. The average value in the experimental class is 50.75 (pre-test) and 71.50 (post-test). The average value in the control class is 60.10 (pre-test) and 68.50 (post-test). It can be seen that $df = 38$ at the 5% significance level, the value of this significance level is 1.69 comparing the values of t_0 and t_t , the results showed that t_0 is higher than t_t $5\% = t_0 > t_t = 21.96 > 1.69$. The alternative hypothesis is accepted and the null hypothesis is rejected. Therefore, it can be concluded that there is a significant effect of the use of picture series on the reading comprehension of first year students at SMP Kartini Yasri.

Keywords : Picture series, Narrative text, Reading

INTRODUCTION

Nowadays, it is very important to learn English as the primary language because English is the main international language for technology. For example, in Indonesia, English is one of the subjects that must be studied by students. English has four skills which are included in English language skills. And they are divided into two types of skills: receptive skills including reading and listening skills and productive skills including speaking and writing skills. Reading skills are considered important because they improve spelling in writing, and vocabulary comprehension Williamson(1998: 8).

Usman (1995) explains that there are many text understanding technologies based on the type of text, such as descriptive text, program text, report text, narrative text, etc. In narrative text, one of the appropriate techniques to understand the text is to use story mapping. That learning will be more successful if it involves a lot of media. The use of media can help students in the teaching and learning process. Media is needed to make textbooks more interesting. Types of media that can be used for the teaching and learning process, such as videos, films, pictures, etc. One of the visual media that can be used for learning to read is a picture. And pictures series are several pictures that represent ongoing events and important information in a story. This can make students interested and active in the teaching and learning process. In addition, there has been a research dealing with picture .There was an experimental study conducted by Dian (2015) who investigated using picture in text in improving students reading comprehension. Minarti (2008), she found that picture series is an effective media to increase students reading comprehension.

The researcher thinks that if students can see lots of illustrations and examples on pictures, it makes them get a lot of information from pictures. In this case, picture series can help students understand the narrative text reading. This is expected to help students in describing meaning when they read. The research is to find out whether there is an effect of the use of picture series on students' reading comprehension in narrative text learning in SMP KARTINI YASRI.

On the other hand, this paper mainly focuses on the learning style in reading ability. Based on the background above, the research problem of this study can be formulated as follow :

1. Is the use of picture series effective in the teaching of reading comprehension of narrative text for the first-year students of SMP KARTINI YASRI??

METHOD

In this present study, the researcher to improve reading comprehension of narrative texts using serial images using quantitative research in first-year students of SMP KARTINI YASRI MALANG. And the researchers used an experimental design. It aims to determine whether the use of serial images is effective or not in reading. This study used two classes, namely the experimental class and the control class. In the experimental class, the researcher used serial images. And in the control class, the researcher used the same learning as usual. The sample of this research used two classes of The sample in this study was students in grade seven that consist of 20 students. Researchers would teach students the Picture Series technique as a technique in teaching reading narrative text based on the curriculum for the first year of SMP/Mts. The researcher conducted this research to solve the problem. An instrument is a way to collect data. Researchers used tests to collect research data and the instrument in this study was a test.

The next step in the research was to process and analyze the data from the test scores. To measure the value of students using series pictures and without series pictures. The data analysis technique used by researchers in this study is statistical analysis with t-test, the formula is:

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

The explanation:

t_0 = Value of "tobservation"

M_1 = Mean of differences of Experiment Class

M_2 = Mean of differences of Controlled Class

SE = Standard Error in Experiment Class

SE = Standard Error in Controlled Class

To get the answer of the hypothesis above, the researcher proposes alternative hypothesis (H_a) and null hypothesis (H_0) which is provided as follows:

$$H_0 = t_o < t_t \quad H_a = t_o > t_t$$

H_0 : Picture Series is not effective in teaching students reading comprehension in narrative text.

H_a : Picture Series is effective in teaching students reading comprehension in narrative text.

If $t(t_o) > (t_t)$ significant degree of 5%, H_0 is rejected.

If $(t_o) < (t_t)$ significant degree 5%, H_0 is accepted.

FINDING AND DISCUSSION

In this part of study, the researcher has evaluated the use picture series in narrative text. The following data would be presented about the research findings. The findings were obtained from students' test scores. The pre-test in the experimental class students was in the form of multiple-choice questions .these instruments were given to see the ability to read narrative text before being given treatment. Based on the tests in the experimental class, the pre-test means the score was 50.75, the highest score was 67 and the lowest score was 27. After the pre-test, students were treated by reading pictures in the experimental class. Then the treatment was also given in the posttest. After treatment, the average score of students increased to 71.50, the highest in the post-test was 80. While the lowest score in the post-test was 50. The data shows that the scores of the post-test students are higher than the scores of the pre-test students. The range between the pre-test means score and the post-test mean score was 20.75. This means that the increase in scores between the pre-test and post-test is significant. The students' pre-test and post-test scores can be seen in the table

Table 4.1: Comparison of the Experiment Class and Controlled Class

Students	Experiment Class (X)	Controlled Class (Y)	x (X-MX)	y (X-MY)	x ²	y ²
1	24	10	3,25	1,55	10,56	2,40
2	30	7	9,25	-1,45	85,56	2,10
3	20	3	-0,75	-5,45	0,56	29,70
4	10	0	-10,75	-8,45	115,56	71,40
5	13	0	-7,75	-8,45	60,06	71,40
6	20	6	-0,75	-2,45	0,56	6,002
7	27	10	6,25	1,55	39,06	2,40
8	27	13	6,25	4,55	39,06	20,70
9	10	6	-10,75	-2,45	115,56	6,002
10	17	10	-3,75	1,55	14,06	2,40
11	47	3	26,25	-5,45	689,06	29,70
12	14	10	-6,75	1,55	45,56	2,40
13	23	16	2,25	7,55	5,06	57,002
14	36	13	15,25	4,8	232,56	23,04
15	17	16	-3,75	7,55	14,06	57,002
16	27	13	6,25	4,55	39,06	20,70
17	10	6	-10,75	-2,45	115,56	6,002
18	7	7	-13,75	-1,45	189,06	2,10
19	6	10	-14,75	1,55	217,56	2,40
20	30	10	9,75	1,55	95,06	2,40
	$\Sigma X = 20,75$	$\Sigma Y = 8,45$	$\Sigma x = 0,025$	$\Sigma y = 0,0125$	$\Sigma x^2 = 106,16$	$\Sigma y^2 = 20,86$

X = The result of the experimental score

Y = Control score result

x = The difference in the value of X after being compared with the average score of the experimental class

y = The difference in the value of Y after being compared with the average score of the control class

x^2 = Squared value with the average score of the experimental class

y^2 = Squared value of the square with the mean score of the control class

The data shows that the experimental class scores 15 and the control class got a score of 169. Compared to the average of the experimental class, the difference in the value of X was 0.025. That is, the difference in the score of the control class Y is 0.0125. The squared value for the experimental class is 106.16 and the squared value for the control class is 20.86.

Data Analysis

$$t_0 = \frac{M_1 - M_2}{SE_{M_1 - M_2}}$$

The procedures of calculation are as follows :

The formula for Mean of Variable X (Eksperimental Class) :

$$M^1 \frac{\sum x}{N} = \frac{415}{20} = 20,75$$

The formula for Mean of Variable Y (Control Class):

$$M^2 \frac{\sum y}{N} = \frac{169}{20} = 8,45$$

The formula for standard of deviation score of variable X (Eksperimental Class) :

$$SD_1 \sqrt{\frac{\sum x^2}{N_2}} = \sqrt{\frac{106,16}{20}} = \sqrt{5,308} = 2,30$$

The formula for standard of deviation score of variable Y (Control Class) :

$$SD_2 \sqrt{\frac{\sum Y^2}{N_2}} = \sqrt{\frac{20,86}{20}} = \sqrt{1,043} = 1,021$$

The formula for standard error mean variable X (Eksperimental Class) :

$$SE_{M_1} \frac{SD_1}{\sqrt{N^2-1}} = \frac{2,30}{\sqrt{20-1}} = \frac{2,30}{\sqrt{19}} = 0,52$$

The formula for standard error mean variable Y (Control Class):

$$SE_{M_2} \frac{SD_2}{\sqrt{N^2-1}} = \frac{1,021}{\sqrt{20-1}} = \frac{1,021}{\sqrt{19}} = 0,23$$

The formula for standard error of different mean variable X (Eksperimental Class) and variable Y (Control Class), with formula :

$$\begin{aligned} SE_{M_1-M_2} &= \sqrt{SE_{M_1}^2 + SE_{M_2}^2} \\ &= \sqrt{0,52^2 + 0,23^2} = \sqrt{0,27 + 0,05} \\ &= \sqrt{0,32} \\ &= 0,56 \end{aligned}$$

The formula for t_0 , with formula :

$$\begin{aligned} t_0 &= \frac{M_1 - M_2}{SE_{M_1 - M_2}} \\ &= \frac{20,75 - 8,45}{0,56} \end{aligned}$$

$$= \frac{12,3}{0,56}$$

$$= 21,96$$

The formula for degrees of freedom, with formula :

$$df = (N_1 + N_2) - 2$$

$$= (20 + 20) - 2 = 38$$

The value of df 38 at the degree of significance 5% or t_t is 1,69. $5\% = t_0 > t_t = 21,96 > 1,69$. The comparison between t-score with t-table.

Hypothesis Testing

There are two types of hypotheses.

1. H_0 (Null Hypothesis)

There is no significant effect of picture series in teaching reading comprehension in narrative text in SMP Kartini Yasri.

2. H_a (Alternative Hypothesis)

There is significant effect of picture series in teaching reading comprehension in narrative text in SMP Kartini Yasri.

The hypothesis will be tested using formula below:

If $t_0 < t\text{-table}$ H_0 is rejected and H_a is accepted

If $t_0 > t\text{-table}$ H_0 is accepted and H_a is rejected

In addition, according to manual calculations, the value of t_0 is 21.96 and the degree of freedom (df) is 38. The t-table value of the degrees of freedom is 38, and the 5% significance level is 1.69. The value of t_0 is greater than t-table or in other words $> t\text{-table}$. Therefore, H_0 is rejected and H_a is accepted. This means that at Kartini Yasri Junior High School, series pictures have a significant effect on learning reading comprehension of narrative texts.

From the analysis of the data obtained by the researcher, there are still many students who have difficulty understanding the content and purpose of the text that the researcher is testing. In this test, the researcher uses a narrative text with a story type consisting of a series of chronological events. According to Oshima and Ann (2007:24), a narrative is a story. When you write a narrative paragraph, you write about the events in that event. In other words, you use chronological order to organize your sentences. According to Siahaan and Shiroda (2008:73), narrative or narration is a story in a written text, events that tell the events that occurred, and the chronological order tells what happened first.

Therefore, the researcher used picture series to facilitate understanding in understanding the answers or objectives of the narrative text. The researcher believes that images can improve students' reading comprehension. The theory from Widadi (2004: 15) said that a series of pictures are some composite images that are interconnected to form a series, namely the series of images are arranged as a medium to help students express their ideas. A study from FeiYu (2015) assumed that the use of picture series can make or make students happy in the process of learning to read, especially in narrative texts because they can see the sequence of images from colors, shapes, images, etc. Rauf (2017) explained that using picture stories in teaching could improve the students' reading skill especially in reading comprehension in narrative text. The students' reading skill before applied picture stories was still low. It was different from the students' reading skill after applied picture series because picture series is one of a good strategies in teaching English especially in teaching reading narrative text because students can understand easily the materials given and also the students be more enthusiastic in learning process because they love pictures.

CONCLUSION

Based on the result and discussion of study that series pictures are very helpful for students in understanding a reading text, namely narrative text, and it is very well used by seventh-grade students as seen in table 4.1 in the previous chapter, that on average students who use series pictures find it easier to understand the content of these readings. Furthermore, based on table 4.1 in the previous chapter it was stated that if $t_0 < t_t$ it means that H_0 is accepted and H_a is rejected. But if $t_0 > t_t$ means H_0 is rejected and H_a is accepted. The results showed t_0 21.96 and t_t 1.69 ($t_0 < t_t$). Thus, this shows that H_0 is rejected and H_a is accepted.

In other words, there is a significant effect of series pictures in learning reading comprehension in narrative texts, we can conclude that the use of pictures is effective in improving students' reading comprehension. This is also seen in the application of this average value in the class. In addition, pictures help students read and understand texts, and help students read and interpret texts. You can also use pictures to help students who cannot read pictures. However, the use of pictures and verbal pictures is a creative and appropriate way to increase students' understanding. Teachers also have to provide examples of narrative text that are more familiar and students can apply in daily life. Therefore, the use of pictures and texts can be adjusted to the students' thinking patterns.

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Approved by
Advisor I,



HamiddinS.Pd.,M.Pd
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